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ABSTRACT

The number of black children "excluded" each month from schools in England and Wales is greatly out of proportion to their relative enrollment. Exclusion includes suspension for a fixed or indefinite term or expulsion from a particular school, and can include in-school exclusions of isolation. The term "black children" is taken to include various groups of color, including Asians. Exclusion is seldom the measure of a child's capacity to learn, rather it is usually an indication of the teacher's refusal to be challenged. The exclusion of the black child is regarded as an element in the pathology of the black family rather than as an indicator of structured racism. How the situation developed is traced, and new government policies designed to educate the excluded child are reviewed. Exclusion is shown to be related to the current government's overall education reforms. Individual case studies illustrate exclusion, as it may reflect cultural and racial bias. There is no simple solution, but the government must take a lead in implementing revised policies. (SLD)

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